



ETHOS ACADEMY TRUST

CAREER

DEVELOPMENT

BROCHURE



CONTENTS

Introduction	04
Aims	04
Eligibility	04
Exceptions	04
Course Funding and Applications	04
Ethos Academy Trust – Key Training Partners and links to available courses	05
Career Pathways	06
Support Staff	06
Route to: Academy Business Leader / School Business Manager	06
Spotlight on... School Business Manager	07
Route to: Trust HR Professional	08
Route to: Trust Financial Management	09
Route to: Premises Manager/ Trust Estates	10
Route to: Inclusion Worker / Teaching Assistant	10
Route to: Senior Inclusion Worker	11
Route to: School Improvement Professional	13
Teaching Staff	15
Route to: Teacher	15
Spotlight on... P.E Teacher	16
Route to: Middle Leadership	17
Route to: Senior Leadership	18
Spotlight on... Head of School	20
Route to: Headteacher / Head of School	21
Appendix	23
Example CPD Record	23

INTRODUCTION

Aims

At Ethos Academy Trust, we are committed to providing you with high-quality professional learning throughout your career. The development of our staff is one of our top priorities, at every level and in every role. To support staff in identifying the available development opportunities, we have developed an Ethos Academy Trust Career Brochure for teaching and support staff. This document helps to identify the various stages that exist within a career pathway in our schools for teachers and support staff. It lays out the various opportunities that are on offer to develop you as a leader within your current role or on your next step up the career ladder. It can also be used by line managers to support both appraisal and professional growth plans. We suggest that if you would like to progress in your career, you complete a professional growth plan with your line manager and engaging in some of the activities that we have listed. Please remember, you are responsible for your own development, and we will assist and facilitate for those who want to take the next step in their career.

Your career at Ethos Academy Trust is flexible and this brochure suggests a variety of training sessions, experiences and areas to develop, including nationally accredited development programmes and exposure to other Academies. Opportunities are varied and some involve gaining an insight into the wide-ranging aspects of work that happens over the Trust, such as attendance at meetings or shadowing, the lead practitioner networks and participation on programmes and training.

We recognise that not all roles are covered within this document as the breadth of positions within the Trust is wide. This Brochure should provide you with tools and ideas of how to progress your career in any position within the Trust and if you would like further help or guidance, please do not hesitate to contact the HR team who will be happy to guide you further.

Eligibility

Career opportunities are available to all staff working across the Trust.

Exceptions

As a Trust, we work within strict financial and other regulatory guidance. Vacancies are not always there when you are ready, although we do try to plan for our workforce on a long term basis. When the vacancies do arise, we want you to be prepared and ready. All Trust vacancies are advertised internally and you can see vacancies on the My New Term (www.mynewterm.com/trust/Ethos-Academy-Trust/723443757) and further information can be seen on the EAT website (www.eat.uk.com/recruitment-portal/current-opportunities/)

Course funding and applications

Some of the external courses are listed below and may be available free of charge or there may be a cost linked. Where there is a cost linked, you are encouraged to look at external funding and the possibility of completing courses via the Apprenticeship Levy. The Trust has developed links with Apprenticeship providers and more details are listed below.

Training budgets are allocated per Academy and your Headteacher will make the decision as to whether a monetary contribution can be made to courses. It may not be possible to fund all courses. In the event that they are able to, you may be asked to sign an agreement to say that some/all of the course fees will be paid back in the event that you leave the employment of Ethos Academy Trust.

Applications for training courses should be made via a Training Request Form to your Headteacher.

Key Training Partners and links to available courses

South Yorkshire Teaching Hub – In 2022, we partnered with South Yorkshire Teaching Hub who are one of only 87 national Teaching School Hubs. The Hub supports the Trust and our teaching professionals throughout every stage of their career from Initial Teacher Training (ITT), Early Career Framework (ECF) and National Professional Qualifications (NPQs). A list of NPQs can be found here - (www.southyorkshireteachinghub.org/npq)

Best Practice Network - Through Best Practice, staff are able to access Teaching Apprenticeships via a blended learning approach. The course offered by Best Practice takes in the region of 1 year to complete. It is subject to entry requirements including a Bachelors Degree (2:2) or equivalent and GCSE grade C/4 in both Maths and English. Details of the course can be found here - (www.bestpracticenet.co.uk/teacher-apprenticeship-school-or-trainee)

LMP Education Provider – LMP offer a wide range of Apprenticeship programmes from Teaching and Early Years, Finance, Business and Professional at a variety of levels. A list of all of their programmes can be found here - (<https://lmp-group.co.uk/apprenticeships/>).

Every Training – Through the Every HR platform, we can access Every Training, a comprehensive selection of online training courses over a number of areas including safeguarding, health and safety, HR and employee management and organisational compliance. A list of all of the training courses offered by Every HR can be found here - (www.weareevery.com/wp-content/uploads/All-Courses.pdf)

This document links to our:

- People Strategy (www.eat.uk.com/about-ethos/development-priorities/)
- Professional Growth Plan
- Succession Planning Tools and Guidance

CAREER PATHWAYS

SUPPORT STAFF

Route to: Academy Business Leader / School Business Manager

Our Senior Leadership Teams really rely on the expertise of their Business Leaders / School Business Managers. Their roles are wide ranging and as members of SLT, and as the expert in school on a number of operational functions, including HR and finance, Business Leaders help to steer and guide decision making at a strategic level. These leadership positions are critical to the smooth and effective running of our Academies.

Individual Opportunities

- Maintain a CPD record – record and reflect on your opportunities for development and look for opportunities to make an impact
- Engage in training sessions. Recommended Every Training Sessions include:
 - Safer Recruitment
 - Data Protection: GDPR
 - Health and Safety for Managers and supervisors
 - Mental Health Awareness for Managers
 - Stress Awareness and Management
- Read The Professional Body for School Business Leaders (www.isbl.org.uk/home)
- Sign up for the Department for Education Newsletter for School Business Professionals (www.gov.uk/government/publications/join-or-create-a-network-for-school-business-professionals/school-business-professional-networks-directory)

Academy and Trust Opportunities

- Seek out opportunities and volunteer when asked to be involved in strategic Academy, Trust developments or research
- Join Trust wide networks (e.g. Wellbeing/EDI Groups, Health and Safety Group, Academy Liaison Group)
- Share areas of expertise with other Academies – help to induct a new member of staff in another Academy in the Trust for example
- Engage in collaborative Trust wide working to share best practice
- Shadow Business Leaders across the Trust
- Shadow/observe School Business Leaders meetings

Formal Training Opportunities – Examples

- Level 4 Diploma for School Business Managers
- Level 4 School Business Professional Apprenticeship
- CIPS Award for School Business Professionals
- CIPD Level 5 Associate Diploma in People Management for School Business Professionals

- Level 5 Diploma for School Business Leaders
- Level 6 Chartered Management Degree Apprenticeship for Schools
- Level 7 Senior Leader (Degree) Apprenticeship
- CIPFA Level 7 Certificate in School Financial and Operational Leadership
- Level 7 Senior Masters Degree Apprenticeship
- IOSH

Please speak to your Line Manager if you would like to explore any of the above courses. Some of them may be accessed through the Apprenticeship Levy.

Recommended reading

- The School Business Manager's Handbook – Hayley Dunn
- Wholesome Leadership: The Heart, Head, Hands & Health of School Leaders: Being authentic in self, school and system – Tom Rees
- Follow: Emma Gray (@workingsbm), Micon Metcalfe (@miconm) Matthew Clements-Wheeler (@MidlandsSBM) on X (formally Twitter)

Spotlight on...



Name
JANINE TAYLOR



Role
SCHOOL BUSINESS MANAGER



Academy
ETHOS COLLEGE AND REACH ACADEMY

I started with Ethos College whilst it was still a maintained Pupil Referral Unit a few months before the 3 original settings joined and formed Ethos Academy Trust. I was appointed as a Business Support Officer (BSO) at the school. Even after a very short time, I knew Ethos College and the new Trust were the right place for me. The values and pupil centred approach of all staff was immediately apparent. The role naturally and quickly progressed to an Advanced BSO as I supported the school and the Trust in the journey to academisation. The opportunity to be involved in this work with leaders set me up for my career journey and in understanding the Trust vision. I was offered a CPD opportunity following Academisation, to undertake a School Business Manager Level 4 diploma which I undertook and completed with distinction following which, I was promoted further to School Business Manager. I strongly believe that my exposure to Trust wide work and contribution to the wider Trust SBM networks has assisted me on my journey. Over the last couple of years, I have been committed to undertaking and concentrating my time on a more recent assignment in my appointment to SBM mentor which I dedicate time and support to newer SBMs joining the Trust. This sharing of knowledge is vital when we bring a new school on board, particularly for the vital office support function. Over the last couple of years, I

have also been given the opportunity to undertake the AAT qualification of which I have now completed the first year. My current role is as an SBM over two of our Kirklees Academies (Reach Academy and Ethos College). Throughout my time at Ethos College, I have been supported on my journey and my advice is to get involved in the Trust-wide projects! I have learnt so much from working with the wider Trust and feel assured that they have supported me in my journey from a BSO to SBM.

Route to: Trust HR Professional

The Trust HR Team work to support our Academies and schools in effective people management, putting our workforce at the heart of everything that we do. The team strive to work in line and towards our Trust People Strategy, which gives high priority to the development and recognition of all staff. HR colleagues through the Trust strengthen teams and assist in the development of a nurturing culture in which high standards are expected, encouraged and developed throughout the employment lifecycle.

Individual Opportunities

- Maintain a CPD record – record and reflect on your opportunities for development and look for opportunities to make an impact
- Engage in training sessions. Recommended Every Training Sessions include:
 - Safer Recruitment Training (face to face)
 - Safer Recruitment Training (Every)
 - Data Protection: GDPR
 - Health and Safety for Managers and supervisors
 - Mental Health Awareness for Managers
 - Stress Awareness and Management
 - Managing Allegations
- Read and sign up for Newsletters from CIPD (www.cipd.org/uk/) and Time Wise (<https://timewise.co.uk/>)
- Sign up for newsletters linked to HR developments, for example - Stone King (www.stoneking.co.uk/newsletter-sign-up)

In School Opportunities

- Ask to help with all or a part of staff induction
- See if there is any recruitment training that you could be involved in
- Seek out opportunities and volunteer when asked to be involved in strategic Academy (School Development Plan) work linked to staffing (for example, wellbeing initiatives etc)
- Share and seek out best HR practice within your Academy
- Trust/Academy Opportunities
- Join Trust wide networks (e.g. Wellbeing/EDI Groups, Health and Safety Group, Academy Liaison Group)
- Share areas of expertise with other Academies
- Engage in collaborative Trust wide working to share best practice
- Shadow HR leaders across the Trust
- Shadow/observe School Business Leaders meetings

Recommended Reading

- Talent Architects – Mandy Coalter
- Putting Staff First – A Blueprint for Revitalising our Schools – John Tomsett and Jonny Uttley
- Follow: Mandy Coalter (@MandyCoalter), Jonny Uttley (@JonnyUttley), Katie Jacobs (@katie_jacobs) on X (formally Twitter)

Formal Training Opportunities

- Level 3 HR Support Apprenticeship
- CIPD Foundation, Associate and Professional Qualifications

Route to: Trust Financial Management

Trust finance professionals play a critical role and provide the Trust with expertise in a number of key areas including (but not limited to) Budgeting, Procurement, Risk, Auditing and Bookkeeping etc. These help our Executive Team to steer and guide decision making at a strategic level. These leadership positions are critical to the smooth and effective running of our Academies and Trust.

Individual Opportunities

- Maintain a CPD record – record and reflect on your opportunities for development and look for opportunities to make an impact
- Engage in training sessions. Recommended Every Training Sessions include:
 - Risk Management
 - Procurement
- Read DFE and ESFA guidelines:-
 - Preparation of the BFR3Y
 - Academies Accounts Direction
 - Academy Trust Handbook
 - DFE procurement guidelines and frameworks

Join the Trust and other networks to share best practice with other professionals

Academy and Trust Opportunities

- Seek out opportunities and volunteer when asked to be involved in strategic financial plans, Trust developments or research
- Research grant applications and apply for extra funding for the Trust or your Academy
- Share areas of expertise with other Academies in a finance related area and engage in collaborative Trust wide working to share best practice
- Shadow more experienced finance colleagues within the Trust
- Shadow/observe SLT or Business Leader meetings

Formal Training Opportunities – Examples

- Level 2 AAT (Association of Accounting Technicians)
- Level 3 AAT (Association of Accounting Technicians)
- Level 4 AAT (Association of Accounting Technicians)
- CIMA Qualifications (Chartered Institute of Management Accountants)
- ACCA Qualifications (Association of Chartered Certified Accountants)
- CIPFA Qualifications (Chartered Institute of Public Finance and Accountancy)

Route to: Premises Manager/ Trust Estates

The role of Estates within our Trust is a critical one and provides the Academies with expertise in a number of key areas including (but not limited to) H&S, Statutory Compliance, COSHH Risk assessments, Contracts Management etc. These help our local Leadership Teams to steer and guide decision making at a strategic level. These leadership positions are critical to the smooth and effective running of our Academies.

Individual Opportunities

- Maintain a CPD record – record and reflect on your opportunities for development and look for opportunities to make an impact
- Engage in training sessions. Recommended Every Training Sessions include:
- Statutory Compliance
- H&S modules (incl Risk assessments and Fire Safety)
- Join the Trust and other networks to share best practice with other professionals

Academy and Trust Opportunities

- Seek out opportunities and volunteer when asked to be involved in strategic Academy (School Development Plan), Trust developments or research states related strategic work
- Join Trust wide networks (e.g. Wellbeing Group, Health and Safety Group, Academy Liaison Group)
- Share areas of expertise with other Academies – help to induct new members of staff in another Academy in the Trust and share your expertise
- Engage with and support Trust wide strategic projects
- Engage in collaborative Trust wide working to share best practice
- Shadow more experienced Site Managers within the Trust
- Shadow/observe SLT meetings

Formal Training Opportunities – Examples

- Level 2 IWFM (Institute of Workplace and Facilities Management)
- Level 3 IWFM (Institute of Workplace and Facilities Management)
- Level 4 IWFM (Institute of Workplace and Facilities Management)
- NEBOSH qualifications in H&S
- IOSH

Recommended reading

- Good estate management for schools - Guidance - GOV.UK (www.gov.uk) - The DfE guidelines for effective estates management

Route to: Inclusion Worker / Teaching Assistant

Teaching assistants and Inclusion Workers have a key role supporting the pupils social, emotional and educational development when in school. Building a positive relationship is the main objective when working with a new cohort of pupils through the implementation of consistent rules, routines and boundaries. The specifics of the job will depend on the school and the age of the pupils. . This

role can include getting the classroom ready for nurtures breakfasts, settling activities and general classroom management when pupils arrive on site. During the day, they may be expected to listen to children read, provide additional support when pupils are completing an activity and supporting pupils to co-regulate when feeling emotional. They may also be asked to complete paperwork related to pupil or pupils during the day, complete safeguarding and behaviour logs, and contribute to individual learning plans and risk assessments.

Individual Opportunities

- Maintain a CPD record – record and reflect on your opportunities for development and look for opportunities to make an impact
- Engage in training sessions delivered by staff in school and external partners, that may include:
 - Resilience
 - Trauma informed practices
 - Behaviour regulation strategies
 - Risk Assessments – Development and Implementation
 - Phonics
 - Person-Centred Care
 - Duty of Care
 - Autism Awareness
- Develop positive relationships with parents and families
- Keeping up with changes in legislation e.g. KCSIE

In School Opportunities

- Access to CPD sessions with school staff
- Access Trust Development Days for the chance to speak to other staff in similar roles
- Access CPD around key interests and reflect these in your own development plan
- Join the Lead Practitioner Program
- Work across a variety of bases/year groups/classes and grow subject knowledge of key areas linked to SEND Trust Opportunities
- Look at the possibilities of developing own CPD to move towards Senior Inclusion Worker role

National and External Opportunities

- Level One Teaching Assistant
- Level Two Teaching Assistant
- Level Three Teaching Assistant

Recommended Reading

- Teaching Assistants Handbook by Teena Kaman
- The Kindness Principle by Dave Whitaker
- The Teaching Assistant's Guide to Effective Interaction
- Restorative Practice by Mark Finnis
- Ambitious About Inclusion (sendtraining.org.uk)

Route to: Senior Inclusion Worker

Senior Inclusion Workers have a key role supporting the pupils social, emotional and educational development when in school and need to build strong and consistent relationships with pupils. The job will depend on the school and the age of the children. This role can include all aspects of teaching assistant role plus use of the school MIS systems for reporting and leading on interventions for key children. It may also include record keeping, data analysis of impact of interventions, liaising with other staff around schools to provide bespoke support packages where needed and outreach work for pupils accessing education outside the school site. You may also be asked to work with specific children at key times of the day and provide observation feedback for next steps. You may be required to access Deputy Designated Safeguarding Lead (DDSL) training.

Individual Opportunities

- Maintain a CPD record – record and reflect on your opportunities for development and look for opportunities to make an impact
- Engage in DDSL training for key workers
- Develop bespoke tracking documents for use across your Academy
- Engage in training sessions online and in person relating to:
 - Communication Skills
 - Confidence Building
- Every Training Courses include:
 - Health and Safety for Managers and supervisors
 - Mental Health Awareness for Managers
 - Stress Awareness and Management

In School Opportunities

- Ask to shadow a Senior Inclusion Worker at your Academy
- Sharing best practice across your Academy
- Attend staff meetings and other available training to expand your knowledge and understanding of the role
- Joining the Lead Practitioner Program
- Develop a deeper understanding of a key area of interest e.g. sensory regulation and provide additional support across Academy and wider Trust on this area – offer to deliver some training on your area of expertise

Trust Opportunities

- Shadow/observe a Lead Practitioner meeting in your area of expertise or interest
- Engage in the Trust Development Days – even deliver a session in your area of expertise
- Network across the Trust and shadow/support new Trust staff
- Engage in collaborative Trust wide working to share best practice

National and External Opportunities

- HLTA National Qualification
- Level 3 Teaching Assistant (RQF) Qualification & SEN Certificate

Recommended Reading

- Rosenshein's Principles in Action by Tom Sherrington

- Effective Interventions and Strategies for Pupils with SEND: Using Evidence-Based Methods for Maximum Impact - by Gill Richards and Jane Starbuck
- The Little Book of Big Stuff about the Brain by Andrew Curran

Route to: School Improvement Professional

The work of our School Improvement Professional Team (SIP Team) is fundamental to the success of our Academies and our Trust as a whole. Professionals within this team work with leadership teams in their Academies to evaluate their work, support leaders in their drive for excellence, and challenge them to raise the bar and think differently. The School Improvement Team's work Trust wide is to secure the best quality CPD to improve the quality of education in our Academies.

Individual Opportunities

- Access EEF research and materials
- Access DFE and other organisations free webinars
- Keep up to date with education policy
- Familiarise yourself with OFSTED framework
- Research other schools and other Trust School Improvement Strategies

In School Opportunities

- Seek opportunities to lead in an unfamiliar area (a new responsibility/ project outside of your comfort zone)
- Conduct an audit into an area and create subsequent next steps
- Involvement in self-evaluation and action planning
- Develop coaching skills

Trust Opportunities

- Join a Trust Professional Network
- Join a Lead Practitioner Programme
- Shadow SIP team engaging in internal and external work

National and External Opportunities

- Specialist NPQs designed for classroom teachers and leaders – links available at the end of this document.
- Leading teacher development - become a teacher educator and support teachers in your school to expand their skills.
- Leading teaching - lead the teaching and learning of a subject, year group or phase
- Leading behaviour and culture - create a culture of good behaviour and high expectations where staff and pupils can succeed.
- Leading literacy - teach and promote literacy across a whole school, year group, key stage or phase.
- Leading primary mathematics - The NPQLPM is designed for Primary teachers and leaders with responsibility for leading maths across a key-stage or school, or those who want to have this responsibility.

Leadership NPQs available are:

- Senior Leadership (NPQSL)
- Headship (NPQH)
- Executive Leadership (NPQEL)
- Early Years Leadership (NPQEYL)

Recommended Reading

- Black box thinking - Matthew Syed
- Curriculum Conversations - Mary Myatt
- No silver bullets - Paul K.Ainsworth



CAREER PATHWAYS

TEACHING STAFF

Route to: Teacher

The role of a teacher is multifaceted, encompassing various responsibilities that significantly impact pupils' learning experiences. It is your responsibility to create a safe, inclusive and purposeful learning environment, in which lessons and content are aligned with standard curriculums and teaching standards. Being reflective and adapting teaching styles to support the varying needs displayed is crucial to engaging some of the more challenging pupils. You will develop relational behaviour management toolkits to maintain a positive and respectful classroom atmosphere. Your communication with parents will be key in building relationships, and so will need to update them accordingly both formally during parents evening and informally where needed.

Individual Opportunities

- Access EEF research and materials
- Access DFE and other organisations free webinars
- Keep up to date with education policy
- Familiarise yourself with OFSTED framework
- Using appraisals to further develop points of interest

In School Opportunities

- Access to CPD sessions with school staff
- Access to Trust Development Days for the chance to speak to other staff in similar roles
- Access CPD around key interests – personal appraisal targets
- Shadowing a leader in an area/subject of interest
- Joining the lead practitioner program

Trust Opportunities

- Secondments/providing support at other sites
- Leading a session at Trust Development and Training Days

National and External Opportunities

- Specialist NPQs are designed for classroom teachers and leaders - links available at the end of this document.
- Leading teacher development - become a teacher educator and support teachers in your school to expand their skills. Leading teaching - lead the teaching and learning of a subject, year group or phase.
- Leading behaviour and culture - create a culture of good behaviour and high expectations where staff and pupils can succeed.
- Leading literacy - teach and promote literacy across a whole school, year group, key stage or phase.
- Leading primary mathematics - The NPQLPM is designed for Primary teachers and leaders with responsibility for leading maths across a key-stage or school,

or those who want to have this responsibility.

Recommended Reading

- How Children Succeed: grit, curiosity and the hidden power of character - Paul Tough
- Settling to learn by Louise Bomber & Daniel A Huges
- Visible Learning for Teachers: maximizing impact on learning - John Hattie
- Miss, I don't give a s*%t - Adele Bates
- Attachment in the classroom - Heather Geddes

SPOTLIGHT ON...



Name
NICK BRYAN



Role
P.E TEACHER



Academy
ELEMENTS ACADEMY

Since the opening of Elements Academy, I have been supported by such a wonderful trust who have helped me to develop my career in such a short space of time. I have had the pleasure of working with some truly remarkable staff, students and families who have shaped the way in which I have progressed. Initially, I was employed as a Learning Support Mentor (LSM) where I worked closely with vulnerable children with SEMH needs. During this time, I was given numerous training opportunities as part of my continuous professional development (CPD) where I have expanded my knowledge around SEMH and reflected on my practice.

After speaking with SLT regarding my passion for sport and how it could assist our students with their mental health, I was approached by the Headteacher, Mrs Woodrow, who supported me to complete my Teacher Training course and I achieved QTS status in 12 weeks. This was such a substantial journey for me as it was the staff around me who helped me to gain confidence to believe in myself and become a qualified Teacher.

It was then beyond my wildest dreams that a position became available as a P.E Teacher, from being born in Jamaica with limited opportunities to succeed, I felt the support around me to achieve such a career was immense. I was thrilled to find out I had been given the opportunity to become Primary and Secondary P.E Teacher.

Ethos Academy Trust have enabled me to believe in myself and strive for further success, I am excited to work towards the next steps in achieving my career goals

in becoming a leader at Elements Academy, taking on further responsibilities in behaviour management as the support I continuously receive is remarkable.

ROUTE TO: MIDDLE LEADERSHIP

A middle leader takes on extra responsibilities in a specific area of school life. Middle leaders will spend a portion of their working time outside of the classroom and play an active role in the discussion of school improvement.

There are many different job roles that fall under the category of a middle leader, and each job role is different. However, a middle leader is responsible for putting Senior Leadership visions into achievable practice. Middle leaders will have constant conversations with the Senior Leadership Team (SLT) about the school's comprehension vision and strategy. A middle leader is still a teacher, so the responsibilities in the classroom are still as important as the other responsibilities a middle leader has.

Middle leaders in schools are integral to ensuring the school runs smoothly. A school needs a middle leader as a pathway from SLT to teachers. The purpose of a school is to educate, and middle leaders not only educate pupils, but also staff. The middle leaders find effective ways to make a difference and are visible leaders in the school.

Examples of roles

- Head of department
- Pastoral lead
- Subject leader
- SEND Coordinator
- Curriculum Co-ordinator

Individual Opportunities

- Access EEF research and materials
- Access DFE and other organisations free webinars
- Keep up to date with education policy
- Keeping up to date with the SEND Code of Practice
- Familiarise yourself with OFSTED framework
- Research other schools and other Trust School Improvement Strategies

In School Opportunities

- Create opportunities to lead in area that you are passionate about
- Provide advice, support or guidance to the team
- Develop coaching skills
- Offer peer mentoring to your colleagues
- Overseeing administrative duties, such as financing and budgeting
- Responsible for continued professional development
- Understanding benchmarks
- Ensuring all child protection plans are updated and implemented
- Attend multi-agency meetings
- Responsible for the pastoral care of their pupils

- Working with school leader to implementing actions

Trust Opportunities

- Join Professional Networks
- Engage in the Lead Practitioner Accreditation
- Shadow the SIP team during internal and external work
- Engage in Trust Development Days and offer to deliver sessions in your areas of expertise

National and External Opportunities

- Specialist NPQs are designed for classroom teachers and leaders - links available at the end of this document.
- New to Middle Leadership: How to be an amazing Middle Leader (www.naht.org.uk/CPD/Professional-Development/NAHT-CPD-and-courses/-New-to-Middle-Leadership-How-to-be-an-amazing-Middle-Leader)
- National Professional Qualification for Middle Leaders (NPQML)
- National Professional Qualification in Leading Teaching (NPQLT)
- National Professional Qualification in Leading Behaviour and Culture (NPQLBC)
- National Professional Qualification in Leading Teacher Development
- National Professional Qualification in Leading Primary Mathematics (NPQLPM)
- National Professional Qualification in Leading Literacy (NPQLL)
- Mandatory qualification for SENCOs (www.gov.uk/government/publications/mandatory-qualification-for-sencos)

Recommended Reading

- Leaders Eat Last – Simon Sinek
- When The Adults Change, Everything Changes – Paul Dix
- Leadership Matters 3.0 - Andy Buck
- Dare to Lead – Brene Brown
- Transforming the Role of a SENCO (2017) - Graham Hallett and Fiona Hallett
- SEND Intervention: Planning Provision with Purpose (The Essential SENCO Toolkit) (2022) - Judith Carter.

Route to: Senior Leadership

The Senior Leadership Team (SLT) is a team of school leaders at different levels that involve themselves in the daily management and running of the school to help it reach its business objectives.

The SLT focus on leading, school improvement priorities, monitoring teaching and learning, staff development and can include wider areas, such as safeguarding or Special Educational Needs and/or Disabilities (SEND).

It is the role of the SLT to set the school's direction. They will implement strategies to support school improvement and make sure the day-to-day running of the school is underpinned by its values and ethos. Being part of the SLT comes with a high level of responsibility with various demands and challenges.

Who is part of the SLT?

The SLT could consist of some of the following roles:

- Executive Headteacher
- Headteacher
- Deputy Headteacher
- Assistant Headteacher
- Business Manager
- School Governors
- Special Education Needs Co-Ordinator (SENCO)

An effective SLT is made up of individuals that build trust, communicate effectively with school staff and have a good understanding of the daily operations that occur. Their role may also include liaising with parents, community members, external agencies and other stakeholders.

An effective SLT leads by example and empowers all staff to develop their skills. This creates a long-term staffing strategy and allows for an adaptable team that can solve problems and work collectively to achieve whole-school goals.

In addition, senior leaders will be provided with opportunities to develop the attributes required of effective leaders, including:

- Active listening
- Taking responsibility
- Empowering others
- Continual self-improvement
- Having a clear vision
- Being approachable
- Having a positive attitude

Individual opportunities include:

- Access EEF research and materials
- Access DFE and other organisations free webinars
- Keep up to date with education policy
- Familiarise yourself with OFSTED framework
- Research other schools and other Trust School Improvement Strategies

Every Training Courses include:

- Health and Safety for Managers and supervisors
- Mental Health Awareness for Managers
- Stress Awareness and Management

In School Opportunities

- Greater self-awareness in areas of strength and those for development
- Working with the SLT to create a vision for the school Academy with co-produced action plan which could be related to areas such as: n.
- Curriculum development
- School improvement
- Student welfare
- Work towards eEstablishing and reinforcing positive Academy school culture.
- Provide advice, support or guidance to the team
- Develop coaching skills

- Peer mentoring
- Take Responsibility for continued professional development
- Understanding benchmarks
- Working with school leaders to implementing actions

Trust Opportunities

- Share areas of expertise with other Academies
- Engage in collaborative Trust wide working to share best practice
- Professional Networks
- Peer audits, deep dives and appreciative enquiries
- Shadow SIP team internal and external work

National and External Opportunities

- National Professional Qualification in Senior Leadership (NPQSL)
- NPQ - Curriculum for Senior Leaders

Recommended Reading

- The Mentor Leader – Tony Dungy
- Primal Leadership: Unleashing the Power of Emotional – Daniel Goleman et al
- How to Win Friends & Influence People - Dale Carnegie
- Leadership: Theory and Practice - Peter G. Northouse
- Leaders Eat Last – Simon Sinek
- The Kindness Principle – Dave Whitaker
- Leadership Matters 3.0 - Andy Buck
- Dare to Lead – Brene Brown

SPOTLIGHT ON...



Name
EMMA MCMANUS



Role
HEAD OF SCHOOL



Academy
ENRICH ACADEMY

I started working for Ethos College as an Inclusion Worker around 13 years ago. I loved working within a team of dedicated professionals, all united by a shared commitment to the welfare of our students. Witnessing the impact our efforts had on the lives of young people made each day a rewarding experience.

With a passion for science, I seized the opportunity to undergo teacher training when it arose, bringing together my love for the subject with the skills gained through my role in supporting the holistic development of our students.

Over the years, I have undertaken various middle leadership positions, where I have developed our offer to young people around the Local Authority. I then became assistant head teacher at Ethos College working on the quality of education strand of the provision.

More recently, I transitioned to Enrich Academy, a newer addition to our Trust. In June 2023, I was successful in my application for the position of Head of School. I look forward to supporting our team on our journey to ensure that students in the Wakefield district have the best education that we can offer them.

The pivotal role played by the Trust in nurturing my professional growth cannot be overstated. Their unwavering support and guidance have been instrumental in shaping my career, for which I am grateful.

Route to: Headteacher / Head of School

A Headteacher is the most senior teacher within an Academy. They are responsible for managing the Academy and making sure that everything is running smoothly on a day-to-day basis.

The role comes with a variety of important responsibilities. As well as providing guidance and expertise, Headteachers must also have a strong and influential presence within the Academy community. Ultimately, they are held responsible for the overall education and academic achievements of the Academy. It's their responsibility to create a productive learning environment for staff and pupils.

The other main responsibilities of a Headteacher include:

- Developing and maintaining Academy policies and rules
- The motivation, management, and discipline of staff
- Making sure that teachers have access to important educational resources
- Overseeing the recruitment process within the Academy
- Creating and maintaining a positive, organised, and rewarding teaching and learning environment
- Listening to staff and students about issues in the school and reacting accordingly
- Working with governors to make sure that funding is distributed adequately
- Providing the school with an educational vision
- Keeping up to date with new educational innovations and technologies
- Making sure that parents are informed about school news and their child's development
- Reporting the school's performance and developments to the local community and educational authorities
- Resolving major behavioural issues with students

In addition, Headteachers will be provided with opportunities to develop the skills required to be successful in the role, including:

- Have clear vision and values
- Strong knowledge of teaching and learning

- Good leadership skills
- Excellent time management abilities
- Being approachable to parents, staff, and pupils
- Great interpersonal skills
- Being organised
- Having credibility amongst all stakeholders
- Effective communication skills
- Having the ability to be firm when necessary
- Being able to work as part of a diverse team
- A desire and ability to work with children

Individual Opportunities

- Access EEF research and materials
- Access DFE and other organisations free webinars
- Keep up to date with education policy and research
- Familiarise yourself with OFSTED framework
- Research other schools and other Trust School Improvement Strategies

Every Training Courses

- Health and Safety for Managers and supervisors
- Mental Health Awareness for Managers
- Stress Awareness and Management

In School Opportunities

- Greater self-awareness in areas of strength and those for development
- Creation of a vision for the school with co-produced action plan, for example in.
 - School improvement
 - Student welfare
- Establish and reinforce positive school culture.
- Provide advice, support or guidance to the team
- Develop coaching skills
- Offer Peer mentoring to colleagues
- Take responsibility for continued professional development
- Implementing actions and leading change

Trust Opportunities

- Share areas of expertise with other Academies
- Engage in collaborative Trust wide working to share best practice
- Professional Networks
- Peer audits, deep dives and appreciative enquiries
- Work alongside the SIP team with internal and external work

National and External Opportunities

- Headship (NPQH)

Recommended Reading

- Start With Why – Simon Sinek
- Leadership and Self-Deception – The Arbinger Institute
- The Principal – Michael Fullan
- The Kindness Principle – Dave Whitaker
- Leadership Matters 3.0 - Andy Buck
- Dare to Lead – Brene Brown

APPENDIX

Example CPD Record

Course/Event Title and brief description of topics covered	Delivered by	Date	Impact/Learning Points	Next Steps



Ethos Academy Trust
Field Hill Centre
Batley Field Hill
Batley
WF17 0BQ

Telephone: 01924 478 482

Email: trustoffice@eat.uk.com

